

Montana SCHOOLS

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Nancy Keenan • Superintendent
Office of Public Instruction
Vol. 34, No. 2

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Science and math presidential awards nominees sought, Sunburst gets a FAX number, asbestos update.



Left: Chinese cuisine got a smile of approval from a Montana City School student when the school lunch program celebrated Chinese New Year. Above: The whole school got into the spirit with appropriate decorations, costumes, and utensils. Montana's school food personnel are bringing a new flair and professionalism to the business of feeding children. Story on page 4.

Montana's first 26 schools chosen for Star Schools Project

Twenty-six Montana schools have been chosen to participate in a "classroom without walls" that will span five states—and the planet—during 1991.

These 26 schools are the first of 40 Montana sites that will be selected to take part in the Pacific Northwest Education Telecommunications Star Schools Project.

Through a \$5.05 million dollar federal grant shared by Montana, Washington, Alaska, Idaho, and Oregon, Star Schools will link 40 schools in each of the five states with one another and with the world.

Each selected site will be outfitted with a 3.0-meter, steerable satellite receiver dish and tuner; an Apple Macintosh Classic computer with word processing, data base management, graphics, and telecommunications software; an Apple Scanner; and a modem.

This distance learning technology will give schools access to a whole new universe of learning resources and teacher inservice programs. It will also allow students and teachers across the region to work together, capitalizing on the region's shared geographic, historical, and cultural backgrounds.

Montana's 40 sites will be located within the state's nine education service areas. The first 26 sites include the following:

Western —Willard School, Seeley Swan High, St. Regis High, Hot Springs High, Florence-Carlton High;

Northwestern —E.A.G.L.E. School (Columbia Falls);

Highline —Saco School, Malta High, Havre High, Chester High, Blue Sky High, Box Elder High;

Four Rivers —Belgrade Middle; *Southeastern* —Broadus School, Colstrip High;

Northeastern —Savage High, Outlook High;

Southcentral —Shepherd High,

Plenty Coups High, Lockwood Intermediate, Rapelje High, Huntley Project High, Hardin Middle, Billings Senior High;

Central —Grass Range High; *Northcentral* —Great Falls High.

One Star Schools site will be located at the Office of Public Instruction. The remaining 13 schools will be selected at a later date. If the Star Schools project receives funding for a second year, 40 more schools in each of the five states will join the Star Schools network. ■

Montana launches statewide distance learning project

Montana has launched a new statewide distance learning project to help Montana schools reach for the stars.

It's called the Montana Educational Telecommunications Network (METNET). METNET is a cooperative project of the Office of Public Instruction, the Montana Department of Administration, and the Office of Commissioner of Higher Education.

METNET has a five-year goal of providing all Montana schools, kindergarten through postsecondary, with distance learning opportunities through technologies such as satellite dishes, computers, and modems.

These tools will give Montana schools access to new courses, enrichment programs, and teacher inservice training. It will also allow schools to communicate with each other and with the global community.

METNET's first-year funding includes \$300,000 of state money and \$150,000 of private funds. METNET recently invited all Montana school districts to apply for matching funds to buy equipment for distance learning activities. Applications are now being reviewed.

The 1991 Legislature is considering legislation that would continue METNET funding. If House Bill 30 passes, METNET will receive another \$450,000 for each year of the 1991-92 biennium. ■

Second Class
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Message from Nancy Keenan

Right now, the 1991 Montana Legislature is wrestling with the issue of funding state government. Education, once again, is one of the hottest topics in legislative funding discussions.

In all the talk of numbers and dollars, sometimes it seems as if the human element in education gets lost. But, in fact, there are some numbers that tell a very human story about Montana education.

First and foremost, there are the students. Montana has 111,301 students enrolled in pre-kindergarten through grade eight, and 41,795 students enrolled in grades nine through twelve. We have 1.04 students per square mile.

When it comes to student achievement, Montana's numbers should make us all proud. Our high school completion rate is fourth highest in the nation—87.3 percent of our students graduate from high school, as compared to the national average of 71.1 percent. Montana ranks third highest in the nation for ACT (American College Testing) scores, and we rank highest in the nation for ASVAB (Armed Services Vocational Aptitude Battery) scores. Montana has the nation's fourth highest adult literacy rate.

Then there are the educators, the people whose dedication and hard work have put our students at the top of the national honor roll. We have about 6,620 elementary teachers, 2,950 secondary teachers, 56 county superintendents, 870 administrators and supervisors, and 890 other certified staff.

There are other players in Montana's public schools, too—the parents, business employees, and community members who donate time and energy to schools. While we don't have an exact count of these people, we know their numbers are steadily increasing, as is their importance to education.



And on Capitol Hill in Helena, 100 legislators and 50 senators are making decisions that will affect not only every person in education, but the future of the state, as well. We won't know until the end of the session how the funding numbers will shake out. I'm hopeful about the outcome, but I need your help. So here's one more important number: 444-4800. Please pick up the phone and

call your legislators. Let them know how you feel about education.

Nancy Keenan

Montana's Job Corps centers offer alternatives for at-risk students

Sprinkled throughout western Montana are three programs that may be Montana's best-kept secrets as alternatives for "at-risk" students.

These three programs, located in Anaconda, Darby, and Ronan, are the Montana Job Corps centers. Job Corps is a residential vocational, educational, and social training program for young adults between the ages of 16 and 22.

Job Corps is often seen only as a program for students who are in trouble or who are delinquent. In fact, it offers an excellent alternative for students who need to escape difficult living situations, who may be at risk of dropping out, or who have finished high school and need vocational training.

Each Job Corps center in Montana has living and training facilities for 224 students. These students live in dormitories and receive educational and vocational training by certified teachers and qualified vocational instructors. The fact that the program is residential allows many students an opportunity to get out of unhealthy situations in their home towns and perhaps get a new start in their lives.

Each of Montana's centers is accredited as a special purpose school by the Northwest Association of Schools and Colleges. The vocational training offered includes painting, bricklaying, welding, carpentry, heavy equipment operation and mechanics, culinary arts, office occupations, cement finishing, and forestry. Students receive



Montana's three Job Corps Centers offer students educational and vocational training by certified teachers and qualified vocational instructors.

about 1,000 hours of training, often by journeymen union instructors, in their chosen vocation.

The educational training is designed primarily to prepare students who are not high school graduates to take and pass the state General Educational Development (G.E.D.).

However, each center also offers an external high school diploma that eligible students may complete after passing the G.E.D.

Students are encouraged, but not compelled, to complete this program. All students, including high school graduates, are required to complete certain required segments of the education program.

The screening agency for Montana's Job Corps is Dynamic Sciences, Inc. For more information about Job Corps, contact Joe Hueth, project manager in Great Falls, at 727-5393 or 1-800-544-5627.

Internships in guidance and administration available

Teachers: Are you interested in becoming a principal or guidance counselor? You may want to investigate internship programs available through a cooperative project involving the Office of Public Instruction's internship program and participating Montana colleges and universities. This Board of Public Education-approved program is now in its fifth year.

Principal internships

Under the principal internship program, the Superintendent of Public Instruction may allow up to 12 experienced teachers to assume the duties of principal while completing a master's program in school administration. These people may function as principals without credentials and with no penalty to the school district.

Montana State University (Dr. Robson and Dr. Thibeault, coordinators) and the University

of Montana (Dr. Evans, coordinator) are involved in this program.

The participating school district agrees to select a teacher who has the potential to become a principal but has been unable to enroll at a school that offers a master's degree in school administration.

This individual must meet the college's criteria for entrance into the administrative program. The local trustees agree to employ the intern as principal (at least half time) while the intern completes a planned, supervised program in school administration. The trustees agree to pay the individual 80 percent of a fully qualified administrator's salary.

Part of the remaining money pays the university's supervisory cost and supports the intern's development with his or her professional association.

Guidance internships

The guidance counseling intern

program operates essentially the same as the administrative internship. A school district enters into a cooperative agreement with Northern Montana College (Dr. Bekker, coordinator) or Montana State University (Dr. Horswill, coordinator) for the teacher to pursue an endorsement in K-12 guidance and counseling.

A share of the full salary would be used to provide college supervision and professional support.

Procedure

Interested teachers or district officials should contact program coordinators on the campus of their choice to investigate program details and graduate school requirements.

You should also contact Marilyn Roberts or Don Freshour at the Office of Public Instruction (444-3150). Candidates must be identified by June 1, 1991.

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

Montana educators give HOSTS program an A-plus

An innovative volunteer tutoring program is drawing rave reviews from Montana educators.

It's called Help One Student To Succeed (HOSTS), and it offers a new lease on life to children who need extra help in school.

HOSTS was first developed as a remedial reading program in the Vancouver, Washington school district. Today, the award-winning program is used for reading and math in 22 states, including Montana. HOSTS provides help for Chapter 1, migrant, special education, at-risk, and other children. In Montana, HOSTS is used in elementary and middle schools in Helena, Lolo, Billings, and Cut Bank.

How it works

Here's how the program works: When a school district purchases HOSTS, it receives a computer database containing thousands of tested-and-true instructional materials.

Students enrolled in HOSTS are first tested to determine their needs. Test results are plugged into the computer. The computer matches the student's needs with the appropriate instructional materials, then prints out an individual long-range plan for each student. The school's HOSTS coordinator uses this information to develop daily instructional packets for each student.

Community members from all walks of life—from business executives to retirees—are recruited to tutor a child one day a week for half an hour. The daily packets map out everything the tutor needs for each day's session, making maximum use of the tutor's time.

After each session, the tutor provides feedback to the HOSTS coordinator. That, along with conferences with the child's classroom teacher, allows the coordinator to constantly fine-tune each child's plan.

Substantial gains, high retention

According to the National Diffusion Network (the U.S. clearinghouse for exemplary educational programs), students enrolled in HOSTS consistently make substantial gains, with a high degree of retention. Nationwide, HOSTS students outperform their counterparts in other compensatory programs by an average margin of two to one.

Montana educators who use HOSTS agree that students make impressive gains with the program. But test scores tell only a small part of the story. The best thing about HOSTS, according to Montana educators who use it, is what it does for the students' self-esteem, for the tutors, and for school/community relations.

Building self-esteem

Most children enter the HOSTS program with a severe self-esteem deficit. Many come from families that can't give them the extra attention they need for one reason or another. The caring,

helping a child learn.

"I feel such a sense of accomplishment in a half-hour," says Madalyn Quinlan, a tutor at Central School (and, incidentally, a management analyst at the Office of Public Instruction).

"Because of the program's exceptional efficiency, some schools are serving twice as many children as they could serve before implementing HOSTS."



Top left: Some schools supplement their pool of adult tutors with student tutors. Here at Central School, a fifth grader fills in for an adult volunteer.

Top right and bottom: For some HOSTS students, their tutoring sessions are the most stable part of their lives. Many tutoring teams form such strong bonds that they stay in touch for years. "These children love their tutors," says HOSTS teacher Kathy Clarke, "and the tutors absolutely love their children."

one-on-one attention they get from their tutors has a remarkable track record for boosting self-esteem.

"It's a great pride-builder," says Sharon Dale, principal at Cut Bank Middle School. Once a child's self-esteem gets a boost, says Cut Bank's HOSTS teacher, Greg Erikson, "That's half the battle." It can pave the way for children to make some real learning breakthroughs. And when those magic moments occur, everyone celebrates.

"I've seen that light come on so many times," says Kathy Clarke, HOSTS teacher in Lolo. "The kids get so excited, and so do we. I have success stories every day. It's the only way to teach Chapter 1."

"The ripple effects are incredible"

For the community volunteers, HOSTS offers a chance to share in the exhilarating satisfaction of

"Because the lesson plans are all laid out, you feel like your half-hour is well spent. It's really fun."

Tutors come to feel a strong sense of ownership in the school. According to Beverly Flaten, principal at Garfield School in Billings, that's good for school-community relations. "(HOSTS) is just exactly what schools need and what the community needs," she says. "Schools can't make it without the involvement of the community anymore," she adds, and HOSTS offers a perfect avenue for involvement. "The ripple effects are incredible."

Alice Kupilik, principal at Lolo School, agrees. "It's been a terrific program for us as an outreach to the community," she says.

Implementing HOSTS

What would it take to use HOSTS in your school? That's the catch. The reading program costs about

\$20,000, the math program about \$15,000. Schools must supply a skilled teacher to coordinate the program; the HOSTS corporation supplies training.

While the up-front cost is high, Montana educators say HOSTS more than pays for itself. Because of the program's exceptional efficiency, some schools are serving twice as many children as they could serve before implementing HOSTS, even in the face of constant budget cuts.

According to Robert Morris, principal at Central School, the computer-driven technology is what makes HOSTS so cost-effective. Without that technology, he says, the organizational task "would be overwhelming."

"Without a doubt," it has paid for itself, says Kupilik. "We're sure sold. Once you get it rolling, the payoffs are enormous."

To learn more about HOSTS, contact HOSTS representative Ramona Lehenbauer, 3906 Broadwater, Billings, MT 59102 (656-5169 or 255-3766). ■

—Sanna Porte Kiesling
Montana Schools Editor

Adopt-a-Tree program

The Adopt-A-Tree Program, sponsored by the Montana Project Learning Tree Foundation, is gearing up for another year of offering free seedlings to school children throughout Montana. Last year, this well-received program worked with over 100 schools to plant about 21,573 seedlings. The goal for 1991 is to plant twice that amount.

Students who participate in the project will also have a chance to compete in a poster contest.

Schools should make seedling reservations no later than March 25, 1991, by contacting the Project Learning Tree office at 443-1566. You will receive a teacher's guide and suggested tree planting and awareness activities. Seedlings and certificates will be delivered during the week of Arbor Day, 1991.

Project Learning Tree is an environmental education program that uses the forest as a "window" into the natural world. Educators trained by Project Learning Tree help young people gain an awareness of the world around them and their place within it.

Food for thought: moving school food to the front burner

School food is a back-burner issue for many educators—if it's an issue at all. It has been a much-overlooked component of education.

However, research shows an undeniable link between learning and nutrition. In short, hungry kids have a hard time learning. And increasingly, kids are coming to school hungry.

That's one of the issues that has brought new attention to the role of school food. Educators are beginning to recognize it as a critical part of the educational package. At the same time, a new professionalism is developing among school food providers.

Here, we bring school food to the front burner and take a look at some of the new thinking and trends in school food programs.

Breakfast of academic champions

Teachers know the scenario all too well: Ten o'clock a.m. rolls around, and the same few students start losing concentration. They become listless and restless. They stop learning and start disrupting class. Before long, harried teachers are shipping some of them off to the principal's office.

At one time, such students may have been written off as chronic discipline problems or slow learners. Now, however, educators are realizing these children might suffer from something more insidious—hunger.

Why are kids coming to school hungry? Changing family structures provide part of the explanation. The era when mom stayed home and fed the kids breakfast is over. More than 50 percent of Montana school children have only one parent, and the number is increasing, following a national trend. In most other families, both parents work. When parents must report to work by 8:00 a.m., they may put out the toast and cereal, but the children may not eat it. Recession and unemployment, too, are swelling the ranks of children who arrive at school on empty bellies.

The good news

This comes as cheerless news at a time when schools must shoulder ever more of the responsibilities once borne by families. Here's the good news, though: Tackling student hunger is one area where schools can make a big difference for children and see fast results. How? By feeding them breakfast.

The Office of Public Instruc-

tion's Division of School Food Services has given top priority to helping schools start school breakfast programs. In some states, school breakfast is not just a good idea; it's the law. This is not the case in Montana, so the division has been doing outreach to convince school staffs of the merits of a breakfast program.

To date, 85 Montana schools have started breakfast programs, and interest has increased substantially in the last couple years.

As a minimum, school breakfast regulations require serving a

“Schools with breakfast programs are seeing up to 50 percent fewer discipline problems.”

half-pint of milk, four ounces of fruit or juice, and either one to two ounces of cereal product or one to two ounces of protein. For this fare, children pay a fee between zero and 50 cents. Students eligible for free or reduced-price lunches are also eligible for breakfast in their appropriate category.

As part of its outreach, the division encourages principals to ask behavioral offenders whether they've eaten breakfast before doling out discipline. Many more principals are now doing so, says division director Gary Watt. Montana schools with breakfast programs have seen as much as a 50 percent drop in discipline problems. In addition, one study



Teacher Peggy Chamberlain gives a chopsticks demonstration during Chinese New Year lunch at Montana City School. The school's cook/manager, Pat Chambers, takes advantage of all kinds of events to make school lunch fun and inviting. And the whole school gets into the act. For the Chinese lunch, sixth graders made the decorations, while second graders showed each class how to use chopsticks.

shows that eating breakfast on a regular basis increases a child's test scores by 10 points or better. Pretty good returns for a few ounces of milk, fruit, bread, and protein.

Starting a breakfast program

Starting a breakfast program is usually "a pretty simple procedure," says Watt. The division

will guide your school through every step of the process. The federal government reimburses schools for breakfast programs on a sliding scale, depending on the students' income level.

For more information about breakfast programs, give Gary Watt a call at 444-2505, or write him at OPI, State Capitol, Helena, MT 59620.

School lunch—recipe for success

It's noon at Montana City School. Lined up outside the cafeteria, several dozen elementary students in red paper coolie hats chatter excitedly as they practice with their chopsticks. Inside, the cafeteria walls and ceiling are festooned with bright paper dragons, fans, and lanterns. Chinese music plays from a phonograph. The entire school is fairly hopping in anticipation of a Chinese New Year feast: egg rolls, pork rice, stir fry vegetables, mandarin salad, and—of course—fortune cookies.

Sound like the school lunches you remember? Probably not, unless you've eaten school lunch within the last five years.

"If you haven't been in a school lunch program in the last five years, you're antiquated," says Gary Watt, director of the Division of School Food Services at the Office of Public Instruction. Throughout Montana, modern school food managers and cooks

are bringing a new flair and professionalism to the business of feeding kids.

Montana City School's program provides a good case in point. Before launching the school's new lunch program a year ago, manager/cook Pat Chambers conducted a market survey of parents and students to learn her students' food preferences. By mixing survey results with an emphasis on nutrition and a healthy dash of creativity, Chambers has concocted a program that draws 86 percent of the student body into the school cafeteria at lunch time.

Working closely with faculty, Chambers coordinates lunch with school activities ranging from the school's traditional Chinese New Year celebration to "I Love to Read Day," making the lunch program an integral part of the school and curriculum.

(Continued on page 5)

(Continued from page 4)

The fast food factor

Energy, imagination, and a supportive administration are key ingredients for a successful lunch program, according to Watt. At some schools, managers are using those ingredients to lure students back from a fast-food habit.

Fast-food restaurants have provided stiff competition for school lunch programs in recent years. This is especially true for schools that allow students to leave the campus at lunch time.

Montana's school food managers are trying to stem the exodus from school cafeterias by matching what's offered at fast-food joints, except at lower cost and with more emphasis on health. Thus, they may serve hamburgers and french fries, but they bake them instead of frying them. They use lean beef. If they do fry foods, they use cholesterol-free vegetable oil.

Some managers have even followed students to their favorite lunch spots to scope out the competition and see what students are buying. They have experimented with salad bars, potato bars, a la carte selections,

and other tactics to bring kids back into the fold. Some schools are aiding managers' efforts by closing campuses and shortening lunch hours.

Is it working? Yes, although results vary widely. Tactics that entice 95 percent of the student body into the cafeteria in one school might fail in another school. "Kids in different schools have different tastes," says Watt.

Filling a tall order

Catering to different tastes is just one of the challenges today's school food managers and cooks face. Food costs keep rising. Federal regulations keep changing. Congress keeps threatening to axe school lunch funding. The availability of federally donated foods has dropped to a quarter of its former level. Managers and cooks must not only serve food with nutrition and creativity; they must keep costs down while they're at it.

It's a tall order, but Montana's school food professionals are filling it, and they're doing so with style. ■

—Sanna Porte Kiesling
Montana Schools editor

On the cutting edge

The Office of Public Instruction's Division of School Food Services has helped put Montana on the cutting edge in terms of school food services. Here's a brief look at what the division does through its various programs:

Cooperative Purchasing. Montana is the only state that helps schools buy food cooperatively on a statewide basis. This program, coordinated by Kenadine Johnson, saves some schools up to 50 percent in food costs as compared to other purchasing methods. It saves the state about \$1.4 million yearly.

Food Distribution. This program obtains and distributes food available through the U.S. Department of Agriculture. Coordinated by Janet Miller with help from Pam La Fountaine, the program distributes donated foods (such as the cheese schools used to receive) on an allotted basis to Montana schools.

Nutrition Education. Coordinated by Ann Ferguson, this program provides nutrition education to all Montana students.

Summer Food. Recognizing that needy kids get hungry in the summer as well as during the school year, this program allows schools and nonprofit groups to feed those kids. Montana has about 25 summer food programs; OPI is working to increase that number. Sofia Janik coordinates this program.

Special Milk. This program provides affordable or free milk for schools that don't have lunch or breakfast programs; also for schools with split-session kindergarten classes.

School Lunch and School Breakfast. Congress appropriates funds for schools to provide lunch and breakfast for students at affordable rates. The division administers these programs in Montana.

Consulting. Each August, the division sponsors a training conference for food service personnel. The division's food service specialists, Ralph Kroon and Mary McAulay, spend time in the field helping new cooks, managers, and clerks, reviewing programs, and helping plan new food service facilities.

Gary Watt directs the division. Sylvia Stevens, division accountant, makes sure all reimbursement claims are paid on time, while Sherry Roseboom, division secretary, holds everything together.

Bridges

Partnership enterprise takes off like a rocket

Last fall, the Office of Public Instruction began a pilot project called the Business Partnership in Education program. The program was created to help link business employees and schools for the purpose of sharing expertise and resources. Partners in education include employees of businesses both large and small, nonprofit organizations, and government agencies, linked with schools and students K-12.

Response from schools and businesses has been overwhelmingly positive. Communities that have started partnership programs with help from OPI include Bonner, Augusta, Billings, Missoula, Fort Benton, Great Falls, Helena, Boulder, Montana City, and Clancy. Businesses that have linked up with schools include McDonald's, Blue Cross/Blue Shield, St. Peter's Hospital, humane societies, Board of Realtors, Computerland, Norwest and Valley banks, D.A. Davidson, Montana Tunnels, Champion International, Kiwanis clubs, booster clubs, Carroll College, IBM, Montana Power, Capitol Ford, and Livery Travel.

US West, Pegasus Gold, and Burlington Northern are helping OPI with its partnership program statewide. Local chambers of commerce have provided valuable help in connecting businesses with schools.

Why are schools and busi-

nesses so eager to jump onto the bandwagon? To put it simply, partnerships are a good deal for both parties. Business employees and other community members can inspire students by offering incentives for achievement and by exposing them to the world outside the classroom. They can also supplement educational staff by contributing their expertise to broaden the curriculum.

In turn, business and commu-

resources earlier by getting involved with schools.

Although partnership activities encompass all aspects of the school program, there is a special emphasis on career education and the application of the "three Rs" (reading, writing, and mathematics) in the working world. Business employees are also helping students understand the importance of a fourth "R"—responsibility.

“Businesses now recognize active participation in the education of the 21st century's work force as a necessity for economic survival.”

nity groups benefit from civic recognition, use of school facilities and equipment, and school staff who provide adult education classes for employees in such areas as parenting skills and basic skills training.

There's another good reason for businesses and schools to team up. Increasingly, business people recognize that active participation in the education of the 21st century's work force is a necessity for economic survival. A new publication called *Educational Renaissance* (Cetron and Evans, St. Martin's Press) identifies this as a major trend in education. Instead of pouring money into training employees once they're hired, more businesses are investing in human

Partnership "how-to" packet available

It's easy for schools to start their own partnership programs. The Office of Public Instruction has a packet of suggested guidelines available at no cost. To request your packet, contact Ann Ford, Office of Public Instruction, State Capitol, Helena, MT 59620 (444-3638).

Ford is also available for consulting in beginning school/business partnership programs.

—Ann Ford, OPI
Elementary Education Specialist



Partnership in action: In January, the Burlington Northern Foundation granted \$8,500 for early identification and referral for preschool hearing-impaired children as part of the Office of Public Instruction's Hearing Conservation Program. Presenting the grant here are Pat Keim (far left), the foundation's director of government affairs, and John Delano (far right). Accepting are Merle DeVoe, coordinator of the Hearing Conservation Program, and State Superintendent Nancy Keenan.

Office of Public Instruction specialists can be contacted at the phone numbers listed or by writing OPI, State Capitol, Helena, MT 59620.

SCHOOL FOOD SERVICES Gary Watt, Director 444-2505

Summer food service program

The Office of Public Instruction is administering the Summer Food Service Program, which provides federal payments for meals served during extended school vacation periods to children in needy areas. The program operates during summer or any school vacation of at least three weeks. Qualified sponsors are limited to public and nonprofit private schools; residential summer camps; units of local, municipal, or county government; and nonprofit private organizations.

Eligible sponsors should provide a continuing year-round service to the community. They must be able to prepare meals or obtain vended meals to serve children on a regular schedule. The program must be operated in areas where at least 50 percent of the children qualify for free or reduced price meals under national school lunch and school breakfast guidelines. A school district with one or two schools that meet the 50 percent criteria may operate the program in those schools.

Once a school or site is designated as needy, all students 18 years of age and under in the area are considered needy and eligible to receive free meals. For additional information, call or write the Division of School Food Services, OPI, State Capitol, Helena, MT 59620 (444-2501). The Summer Food Service Program is operated without regard to race, color, national origin, sex, age or handicap. Anyone who feels he or she has been discriminated against may file a complaint with the Secretary of Agriculture, Washington, D.C. 20250.

GENDER EQUITY Pat Callbeck Harper, Specialist 444-1952

Title IX/equity training

Dates for Title IX/equity training workshops are as follows:

Feb. 20—Lewistown, Park Inn International, 211 E. Main;
Feb. 22—Helena, DNRC Building, upstairs conference room, 1520 E. 6th;

Mar. 12—Glasgow, Cottonwood Inn, Highway 2 E.;

Mar. 14—Glendive, Dawson Community College, Community Room;

Mar. 15—Billings, Lincoln Center, 415 N. 30th, Rm. 213.

The workshops are for coordi-

nators, administrators, educators, and others. Each workshop begins with registration at 8:30 a.m. Sessions run from 8:45 a.m. to 4:00 p.m. You're on your own for lunch. Topics to be covered include an overview and update on Title IX; OCR cases; Ridgeway; case studies on curriculum bias, sexual harassment; pregnant/parenting teens; female students and math/science courses/careers; sports equity; classroom techniques; managing grievance procedures; and the latest audiovisuals and resources. Please register by calling 444-2410. Space is limited to 35 participants per workshop.

MATHEMATICS & SCIENCE Jim Williamson, Math Specialist 444-4436 Bob Briggs, Science Specialist 444-4439

The following programs are sponsored by the Higher Education portion of the Dwight D. Eisenhower Mathematics and Science Improvement Program. Local districts may use local funds from this program to help teachers attend. Many of the programs provide stipends and travel expenses. For more information, please contact the university site directors listed.

Challenge of the Unknown: Problem Solving in Mathematics and Science. Mar. 21-23, 1991, Glendive. A two-day workshop for middle and high school teachers on using math and science to solve real-world problems. One graduate credit may be earned through the U of M. Contact Rick Billstein, University of Montana, Missoula 59812 (243-2603).

Integrating Mathematics and Technology in the Classroom. Feb. 22-23, 1991, Kalispell; Mar. 1-2, 1991, Miles City. These conferences will assist teachers grades 6-12 to use computers and calculators in math instruction. One graduate credit may be earned through U of M or MSU. Contact Rick Billstein, University of Montana, Missoula 59812 (243-2603), or Lyle Andersen, Montana State University, Bozeman 59717 (994-5331).

Using Mathematica. Mar. 22-23, 1991, Helena. Carroll College will offer a two-day workshop on using *Mathematica* in teaching high school and collegiate math. Contact Marie Vanisko, Carroll College, Helena 59601 (442-3450).

Implementing the NCTM Curriculum Standards. Mar. 1, 1991, MSU. This three-credit course for elementary math teachers will focus on the NCTM Standards and the Learner Goals of the Montana School Accreditation Standards. Contact Glenn Allinger, Montana State Univer-

sity, Bozeman 59717 (994-5351).

Mathematics Through Writing. June 1991, U of M. This three-credit course is for K-12 teachers who want to learn to write mathematics articles and to incorporate mathematics writing into classes. Contact Johnny Lott, University of Montana, Missoula 59812 (243-6142).

Resources and Activities for Presenting Probability and Modeling in Grades 7-12. June 1991, U of M. This three-credit course for 7-12 math teachers will present new materials and strategies for teaching probability and math modeling. Contact Jim Herstein, University of Montana, Missoula 59812 (243-2661).

Making Curriculum Connections in the Primary Grades. Apr. 25-27, 1991, Billings. This conference will focus on interdisciplinary approaches that connect math and science to reading, writing, language, and social studies in grades K-3. The program will be sponsored by the Office of Public Instruction. Contact Jim Williamson, OPI (444-4436).

University and School District Cooperative Teacher Preparation Program. August 1991, MSU. Four one-credit workshops will be offered for 5-12 math teachers. The workshops will address calculators in the classroom, history of mathematics, and NCTM curriculum and evaluation standards. Contact Maurice Burke, Montana State University, Bozeman 59717 (994-5344).

Integrating Computers into Science Instruction: a Computer Interfacing Project. MSU. These workshops include instruction with a personal computer and an inexpensive laboratory interface. Contact Dr. John Amend, Montana State University, Bozeman, MT 59717 (994-5279).

High Schools Project. MSU. To increase knowledge of microbiology, free-standing teaching modules have been developed for existing high school biology courses. Modules include virology, molecular biology, disease transmission, and water microbiology. Contact Barbara Hudson, Montana State University, Bozeman 59717 (994-6746).

Using Environmental Issues in Secondary Science. U of M. Presented by a unique coalition of academic, public, and private organizations, this summer

session will address global issues as the focus for science instruction. Contact Dr. Lee Metzgar, University of Montana, Missoula 59812 (243-5123).

Camp Makela Field School for Elementary Teachers. MSU. This will provide teachers with an academic credit course to increase teaching skills in astronomy and paleontology. The week-long school will be held near Choteau at Camp Makela, (Egg Mountain), operated by the Museum of the Rockies. Contact Kim Nelson (994-6550) or Larry Kirkpatrick (994-6182), Montana State University, Bozeman 59717.

Earthquakes and Us. Montana Tech. This provides inservice in earthquakes and earth science to elementary teachers. Facilitators will offer three two-day workshops in spring 1991. Contact Nina Klein, 7 Cedar Lake, Butte 59701 (596-4289); or Gretchen Bigman, 1100 N. Main, Helena 59601 (444-6960).

TRAFFIC EDUCATION Curt Hahn, Specialist 444-4432

Traffic Educator/Automobile Dealer of the Year

March 1 is the deadline for 1991 nominations for Traffic Educator and Automobile Dealer of the Year. If you need an application, let me know.



Steve Meredith

Texas A&M assistantships
Texas A&M University has several graduate assistantships available with an emphasis in safety education at master's and doctoral levels. Recent graduates have obtained positions in universities, state offices, insurance, oil, and power companies. Contact Maurice E. Dennis, Office of Safety Education, Texas A&M University, College Station, TX 77843-3256 (409-845-3019).

I've got it
If you would like assistance in introducing your students to the concepts of vehicle insurance, the

(Continued on page 7)

(Continued from page 6)

new nine-minute video "I've Got It" should help. If you have not received a copy of this video, write or call Government Employees Insurance Companies, Communications Department, Geico Plaza, Washington, D.C. 20076 (301-986-2911).

1991 ADTSEA conference

The National Conference of the American Driver and Traffic Safety Education Association will be in San Antonio, Texas, August 11-14, 1991.

LANGUAGE ARTS

Jan Cladouhos, Specialist
444-3714

Native American literature

The first program area standard for Communication Arts in Montana's accreditation standards requires that a school's program "be literature-based and include a wide variety of fiction and non-fiction, representing diverse cultures of Montana, the United States, and the world." Since Native American literature represents one of those cultures, we should be alert to opportunities for expanding our knowledge and appreciation of that genre.

From July 1 to August 9, 1991, The Newberry Library of Chicago is hosting an institute on Native American literature. The institute has a fascinating curriculum, and Montana author James Welch will be on the faculty. Stipends of \$2,700, plus airfare, will be awarded on the basis of an applicant's ability to impact the teaching of Native American literature, demonstrated leadership, and teaching excellence. The participant's school district or system must agree to pay \$200 in cost-sharing support.

Applications are available from Lawana Trout, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-3380; or call me for more information. Applications must be submitted by March 15, 1991.

Montana Writing Project

The Montana Writing Project will be held June 24-July 19, 1991, at the University of Montana. During the four-week institute, educators will learn writing strategies, participate in workshops, and use microcomputers. At the end of the institute, participants are qualified teacher-consultants who can help organize writing workshops, develop curricula, and assess student writing skills.

The fee is \$800. School districts or funding agencies usually provide this fee for participants they send. An informative 12-minute video on the project is available. For more information, applications, or the video, contact Dr. Beverly Chin, Director, Montana Writing Project, Depart-

ment of English, University of Montana, Missoula 59812 (243-5231).

MATHEMATICS

Jim Williamson, Specialist
444-4436

(Jim Williamson is filling in for Dan Dolan while Dan is on leave to work with the Mathematical Sciences Education Board.)



Student art by Dwayne Blacksmith,
Lodge Grass High School

Summer institute

The University of Chicago School Mathematics Project hosts a two-week summer institute for 25 secondary supervisors and teacher educators. Participants will learn about new materials and methods in secondary mathematics and develop ways of transmitting these ideas to math teachers in their areas. Leaders in curriculum development will share their work.

Two sessions are planned for summer 1991. Transportation and living expenses are paid by the Ford Foundation. Contact Carol Siegel, University of Chicago, 5835 S. Kimbark Ave., Chicago, IL 60637 (312-702-9770).

MCTM math contest

The annual math contest sponsored by the Montana Council of Teachers of Mathematics is going strong. Last year, over 6,900 participants from grades 7-12 participated at 11 regional sites. Scholarships of \$1,000 are awarded to the top male and top female seniors each year.

The 1991 contest schedule is listed below. Registration deadlines are usually two weeks prior to the day of the contest. Check the list for the site nearest you: Dillon: Mar. 5; Butte: Mar. 9 or 12; Kalispell: Mar. 13; Grass Range: Mar. 15; Helena: Mar. 7; Fairview: Mar. 12; Miles City: Mar. 15; Great Falls: Mar. 16; Bozeman: Mar. 15; Havre: Mar. 19; Missoula: Mar. 26; Wolf Point: Mar. 16; and Billings: Mar. 23.

Contact me for details.

Celebrating Math Month

The National Council of Teachers

of Mathematics offers the following suggestions for observing Mathematics Education Month in April:

Visibility formulas: Classroom displays of students' projects on math themes; public and school library displays of materials related to math; shopping mall displays of student projects, including computer-related activities.

Competitive coefficients: Local contest for the best original mathematical programs, logos, posters, songs, poems, or slogans; intramural or interscholastic math contests.

Daily dividends: Special Mathematics Education Month buttons, balloons, brochures, stickers, pads, and posters for students, parents, and teachers; and special programs with speakers on selected mathematical topics.

Recognition factors: official proclamations and events in recognition of Mathematics Education Month; billboards and marquees featuring mathematics themes; radio and television public service spots focusing on the importance of mathematics; and recognition of outstanding community leaders, math teachers, and students.

For more ideas, contact the National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (703) 620-9840.

GIFTED & TALENTED

Michael Hall, Specialist
444-4422

Gifted education grants

State gifted education grants are available for the 1991-92 school year pending legislative approval of continued funding. The competitive grants require a district match and are available for up to \$5,000. Deadline for application is March 6, 1991. For information and applications, contact me.

Byrd Scholarships

The 1991-92 school year Byrd Scholarships are now available. Montana gives 17 of the \$1,500 awards to outstanding high school seniors. Deadline for applications is March 1, 1991. For further information, contact me.

GUIDANCE

Judy Birch, Specialist
444-5663

Youth in crisis

The Third Annual Youth in Crisis Conference will be held in Great Falls at the Sheraton Inn on March 28-29, 1991. The conference will highlight community-based programs that are making a difference in the lives of

Montana's young people. Contact Curt Campbell at Opportunities, Inc. (761-0310) for more details.

Rural Guidance Task Force

The Rural Guidance Task Force, in cooperation with the Office of Public Instruction and the Montana Board of Public Education, has produced a new publication entitled *Toward the 21st Century: Guidance from A to Z for Rural and Small Schools*. Contact me for your copy.

AIDS EDUCATION

Rick Chiotti, Specialist
444-1963

Student assistance training

This four-day, 40-hour workshop will address problems of alcohol and other drug abuse among young people. It will also address prevention and intervention techniques.

To be held June 11-14, 1991, in Great Falls, the workshop will give educators, parents, law enforcement, judicial, and other concerned persons the information and skills necessary to implement an effective student assistance program in their communities and schools.

Subject areas will include use, abuse, and dependency; feelings and defenses; children of alcoholics; family aspects of alcoholism; family and professional enabling; intervention; treatment and recovery; group facilitator techniques; and school and community programming.

For more information, call Darlene Meddock, workshop coordinator, 761-6680.

CHAPTER 2

Kathleen Mollohan, Specialist
444-4317

Evaluation of Chapter 2

Because of a provision in PL 100-297 (ESEA Chapter 2), the Office of Public Instruction will be conducting a one-time study of the effectiveness of the use of Chapter 2 funds. The study will be conducted by the Center for Community-School Development and Field Services at Montana State University and will focus on two areas: 1) use of Chapter 2 funds by school districts to purchase computer hardware and software, and 2) use of these funds to support state-level efforts to provide developmental services to local districts.

This is our opportunity to show Congress that Chapter 2 funds are allowing Montana to reach our peak of educational excellence. If you are contacted by Vivian Johnson from MSU about this study, I hope you will give her every cooperation.

Please direct any questions about the study to me.

Montana SCHOOLS

Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

CONTESTS

Student essay competition

The impact of the floating exchange rate versus a fixed exchange rate is the topic of the third annual student essay contest sponsored by the Federal Reserve Bank of Minneapolis.

Students who write winning essays will win an expense-paid trip to the Federal Reserve Bank in Minneapolis for an awards program. Last year, two students from Montana were selected as winners.

The Montana Council on Economic Education has registration materials available. With these materials, students can write their essays without any additional references. For those who want to do additional research, suggestions and a bibliography are included.

Contact Carol Ferrie at 994-5618. The deadline for submitting essays is March 8, 1991.

All-USA Academic Team

USA Today, in cooperation with the National Association of Secondary School Principals and the National Education Association, is once again searching for the nation's best high school students for the fifth All-USA High School Academic Team.

\$2,500 scholarships will be presented to each of the 20 students on the first team. In 1990, Montana's own Allison Hughes of Polson High School was selected as one of the 20 first-team students.

You are invited to nominate a qualifying student. Application forms were sent to each high school principal in January. Nominations must be postmarked by March 8, 1991. Contact Carol Ann Skalski, *USA Today*, 1000 Wilson Blvd, 22nd Floor, Arlington, VA 22229 (703-276-5890).

EXCHANGES

Kellogg Mexico Program

U.S. high schools and high school teachers may request applications from Youth For Understanding (YFU) International Exchange for the YFU/Kellogg Mexico Program.

The program focuses on countering stereotypes inhibiting U.S.-Mexico understanding and will involve training U.S. teachers

in Mexico and student exchanges.

The grant award includes a \$50,000 challenge grant for scholarships for students who need assistance to participate in an exchange program.

Applications are due April 1, 1991. Contact Shelly Brunner, Schools Relations Office, Youth For Understanding, 3501 Newark St., NW, Washington, D.C. 20816 (202-895-1174).

SEMINARS

UM to offer 1991 Taft Seminar

The University of Montana has again received a grant from the Robert A. Taft Institute of Government to conduct a 1991 Taft Seminar for Teachers.

The July 1-12 program will be directed by political science professor Jim Lopach. Thirty elementary and secondary school teachers, administrators, and librarians will receive fellowships of tuition, board, room, and books. Contact the UM Political Science Department, Missoula 59812 (243-5202). The application deadline is April 5, 1991.

Jim Fay workshops

Jim Fay of the Love and Logic Institute, Greeley, Colorado, will be at Park City Schools on March 11, 1991 to present two evening workshops, one called "Success with the Reluctant Learner—Motivating the Unmotivated," which is especially for educators; and a second called "Raising Responsible Kids without Raising the Roof," for parents and educators.

A \$20 fee covers both sessions and dinner. Contact Margit Thorndal, Park City Schools, Box 278, Park City, MT 59063.

Science workshops for teachers

The Institute for Chemical Education (ICE) offers several summer 1991 science programs for teachers and supervisors from kindergarten through college. ICE will pay fees, expenses and stipends for workshop participants. For details, contact ICE, Department of Chemistry, University of Wisconsin-Madison, 1101 University Ave., Madison, WI 53706-1396.

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

CALENDAR

FEBRUARY

1 Love to Read Month—June Atkins, OPI, 444-3664

10-16: Vo-Ed Week and Business Professionals of America Week—Marion Reed, OPI, 444-4454

26-March 1: Curriculum and Professional Standards Renewal Workshop, Great Falls and Glasgow—MALD, 442-2518

MARCH

Music in Our School Month—Music Educators National Conference, 1902 Association Dr., Reston, VA 22091

National Nutrition Month—Ann Ferguson, OPI, 444-4414

National Women's History Month—National Women's History Project, 7738 Bell Rd., Windsor, CA 95492

Youth Art Month—Council for Art Education, Inc., 715 Boylston St., Boston, MA 02116

3-9: National School Breakfast Week—American School Food Service Assoc., 1600 Duke St., 7th Floor, Alexandria, VA 22314

3-9: National Foreign Language Week—Duane Jackson, OPI, 444-3129

5-8: Administrator's Role in Special Education Workshop, Missoula and Kalispell—MALD, 442-2518

7: Downlink sites, 11:00 MST, Westar V, Ch. 22, NDN: Awareness Session, Mechanical Universe, high school version—Bruce Schultz, OPI, 444-2736

7-9: Boys' State Basketball Tournaments—Class A (Butte), Class B (Billings)

8-9: NDN, Reading Education Accountability Design: Secondary (READ:S), Great Falls—Bruce Schultz, OPI, 444-2736

10-12: Business Professionals of America State Leadership Conference—Marion Reed, OPI, 444-4454

12-15: Time Management Workshop, Billings and Glendive—MALD, 442-2518

14: Downlink sites, 11:00 MST, Westar V, Ch. 22, NDN: Awareness Session, Hands On Elementary Science—Bruce Schultz, OPI, 444-2736

14-16: Future Homemakers of America State Leadership Conference, Billings—Laurie Potterf, OPI, 444-2059

15-17: Curriculum Development Institute, MASCD, Butte—Dr. Jim Bryngelson, 656-2198

15-16: State volleyball tournaments—Class AA (Missoula)

19-22: School-Based Management Workshop, Helena and Bozeman, MALD, 442-2518

21-22: Montana Board of Public Education meeting, Helena

24-26: Distance Learning Conference, Billings—Judy Anderson, Box 272, Colstrip, MT 59323

28-29: Youth in Crisis Conference, Great Falls—Curt Campbell, Opportunities, Inc., 761-0310

APRIL

Mathematics in Education Month—NCTM, 1906 Association Dr., Reston, VA 22091

3-5: Mont. Assoc. of Secondary School Principals Spring Conference, Bozeman—Jesse Long, 442-2510

5: Montana Geography Bee—Linda Vrooman Peterson, OPI, 444-5726

14-20: National Library Week—American Library Assoc., 50 E. Huron St., Chicago, IL 60611

18-20: Mont. Assoc. of School Administrators Convention, Helena—Jesse Long, 442-2510

25-27: Making Curriculum Connections in the Primary Grades, Billings—Jim Williamson, OPI, 444-4436

Et cetera

Just the FAX, please

Sunburst Public Schools would like to announce that it is now receiving information at its new FAX number: 937-4444.

More on asbestos

The Montana Department of Health and Environmental Sciences has a reminder for school districts: According to Asbestos Hazard Emergency Response Act regulation 40 CFR Part 763.85 (b) (1), reinspections should be at least once every three years after a management

plan is in effect. There is no need for reinspections to be made sooner than every three years.

Presidential Awards nominations sought

The 1991 program to grant Presidential Awards for Excellence in Science and Mathematics Teaching is underway. Nominations are being sought.

To receive a brochure with eligibility criteria and nomination form, contact Bob Briggs (444-4439) or Jim Williamson (444-4436) at the Office of Public Instruction.